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ABSTRACT

The tables presented in this report measure the effectiveness of Shelby State Community College's Academic and Developmental Services (ADS) Division, providing data on assessment and placement results, enrollment, retention, grade distribution, and progress of currently enrolled students who entered the college in fall 1987 or 1988. Highlighted findings include the following: (1) in fall 1988, 656 students or approximately 63% of SSCC's first-time freshmen were placed in remedial and developmental studies courses; (2) of these students, 233 were white, 421 were black, 431 were female, and 451 were under 21 years of age; (3) in fall 1988, 646 full-time freshmen actually enrolled in basic or developmental courses, and, of these, 487 returned in spring 1989; (4) grade distributions remained fairly constant between summer 1988 and spring 1989; and (5) since fall 1985, 790 students have successfully completed all ADS requirements and are currently enrolled in college-level courses. Also included in the report are statements of the assumptions, goals/objectives, and strategic actions of the Languages and Literature, Reading, Testing, Math and Methodology, Tutoring, and Student Support Services components of the ADS. Concluding comments indicate that, overall, students who completed remediation performed slightly better than students who did not need remediation. (JMC)

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ED310835

# Academic and Developmental Services

## End of Year Status Report

## 1988 - 89

## SHELBY STATE COMMUNITY COLLEGE

Data Collected and Compiled by:

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Academic and Developmental Services

JC 890445

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# INTRODUCTION

Since the Fall, 1985, the Academic and Developmental Services (ADS) Program at Shelby State Community College began following Tennessee Board of Regents (TBR) mandated guidelines. While the Tennessee Board of Regents guidelines for Academic & Developmental Services closely paralleled the Developmental Services Program which had been in operation at Shelby State Community College since the 1970's, the Tennessee Board of Regents guidelines changed the process used to assess, place, and track students in the Academic and Developmental Services Program. Virtually, all freshmen entering Tennessee Public Colleges are now tested in Reading, Writing, Computation and Elementary Algebra.

This is the fourth report of the Academic and Developmental Services Division prepared for the institution on the effectiveness of the program at Shelby State Community College. Previous reports covered a three quarter cohort of students with the exception of the third and fourth reports which covers a two semester cohort of students. In recognition of the fact that remediation (particularly for students who have more that one deficiency) may take longer than two semester, the statistical tables which follow address two cohorts of full-time and part-time students: those who enrolled in the Fall of 1987, and 1988 respectively and are still enrolled.

Continuous evaluations of any educational program is crucial and extremely important in measuring the growth and predicting future directions for the program. The institutional goal of evaluating the Academic and Assessment Program in a consistent manner depends upon formulation of assumption, a common set of goals and objectives and definitions which yield useful data and preserve institutional autonomy.

The data presented in this report consist of the following:

I. Introduction
II. Index of Tables
- Assessment and Placement
- Enrollment
- Retention
- Grade Distribution
- Student Progress

III. Assumptions, Goals and Objectives

IV. Conclusions and Recommendations

Each of these variables are described in more detail below, but it is crucial to understand that one of these indications should be viewed in isolation as appropriate for an evaluation of an educational program. The five (5) variables can, however, be interpreted in context to provide a reasonable assessment of an institution's remedial efforts.

ASSESSMENT AND PLACEMENT

The Academic Assessment and Placement Program (AAPP), developed by Educational Testing Service, was implemented in 1985 to measure the student's ability to meet basic skills competencies as described in the College Board's Project Equality. This instrument was adopted by the State Board of Regents for Assessment at all SBR institutions in Tennessee.

The AAPP consists of four (4) components which measures readiness for college-level courses in the following Basic Academic Skills:

1. Writing. Students are given a twenty minute writing sample on an assigned topic which measures their ability to use standard written English and organize thoughts.

2. Reading Comprehension. This test consists of 15 short Reading Passages designed to measure how well students understand what they read by testing their skills in understanding direct statements, understanding main ideas, and drawing inferences. They are given thirty (30) minutes to read all the passages and answer forty-five (45) multiple-choice statements.

3. Logical Relationships. This test measures student's ability to identify relationships between words, sentences, and ideas. Students are given thirty (30) minutes to respond to fifty (50) multiple choice statements designed to test their skills in categorizing ideas, using appropriate connectives, making analogies, and recognizing principles of organization.

4. Mathematics. This section of the AAPP test contains three (3) separate Mathematics Skills Tests which measures students readiness for college-level math courses. Each test has about thirty-five (35) problems and each has a 30-minute time limit. All SSCC students must take the **ARITHMETIC SKILLS** portion of the AAPP test if they are required to be tested in Math. Additionally, students must determine which Algebra test they will take based upon their successful completion of high school mathematics. Students are instructed to take the **ELEMENTARY ALGEBRA** test if they have completed at least one year, but less than two years, of high school algebra. They are instructed to take the **INTERMEDIATE ALGEBRA** test if they have completed two or more years of high school algebra.

The Regents of the State University and Community College System mandates that all first-time (Regular Admission) freshmen students twenty (20) years of age and younger having an ACT composite score of 15 (Enhanced ACT score of 18) or less must be assessed by the AAPP. Shelby State Community College further requires that all first-time freshmen students regardless of age or admission status must be assessed with the AAPP writing sample for placement in the Department of Languages and Literature. Students twenty-one (21) years of age and older who are applying for regular admission must take the AAPP test prior to the initial enrollment.

One thousand and thirty-eight (1,038) were required to take the AAPP in the Fall of 1988. Seven hundred and twenty-eight (728) of the one thousand and thirty-eight (1,038) were assessed and six hundred and fifty-six (656) FTC students enrolled were placed in remedial and developmental studies courses. These students represent approximately sixty-three (63%) percent of the first-time freshmen entering Shelby State Community College the Fall, 1988.

Of this six hundred and fifty-six (656), two hundred and thirty-three (233) were white, four hundred and twenty-one (421) were black, two (2) were of other races. Four hundred and thirty-one (431) were female and two hundred and twenty-five (225) were male. Two hundred and five (205) were 21 years and older while four hundred and fifty-one (451) were 20 years and under. Three hundred and two (302) students took the AAPP, and two hundred and ninety-three (293) FTC students enrolled in R/D courses the Spring semester, 1989. Tables 1-1A represent Assessment and Placement data by Location for the Fall '88, and Spring '89, semesters. Tables 2-3C represent Assessment and Placement Analysis by Type of FTC Student by Location Fall 1988 through Spring 1989.

**ENROLLMENT**

During the Fall of 1988, 646 of the FTC freshman entering Shelby State Community College enrolled in basic and/or developmental courses. Table 1-1A present enrollment analysis by cohorts for the A/D and non A/D student from Fall, 1985 to Fall, 1988.

Table 2-2B present Fall and Spring, 1988 enrollment data analysis for students in the A/D and non A/D program by age, sex, race and division category.

Table 3 shows a duplicated head count of students enrolled in ADS courses for Fall, 1988 and Spring, 1989. This information is shown by center and courses.

Tables 4A-4C depict FTE distribution for A/D and non A/D students in each division during the Summer, 1988 through Spring semesters.

Tables 5A and 5B present Fall 1988 and Spring 1989 enrollment data for students in the ADS program by full and part-time status.

**RETENTION**

Of the 489 first time freshman enrolled in basic and/or developmental courses 388 (79%) returned Winter, 1986. Of the 646 FTE who enrolled in ADS 487 (75%) returned in the Spring, 1989. Table I shows the retention tracking of A/D and non A/D students in subsequent quarters/or semesters.

## GRADE DISTRIBUTION

Table 1 shows a comparison of grade distribution over 3 semesters from Summer '88 to Spring '89. An analysis of pass, no pass and withdrawal shows no significant difference between Summer '88 (57% pass) and Fall '88 (59% pass). However, a slight difference of passing grades (7%) is shown between Fall '88 (59% pass) and Spring '89 (52% pass). Tables 2 and 3 present an analysis of student grades in Remedial and Developmental courses during the Summer '88 through Spring '89 semesters. The Remedial course pass-rate stays consistent throughout. Tables 4, 5, 6 gives an analysis of grade distribution A, B, C, F, N, W for classes for Summer '88, Fall '88, and Spring '89.

## STUDENT PROGRESS

Student progress can be measured in many ways which includes GPA and grades earned in A/D courses. Table 1 reflects the number of student completers in the A/D program beginning Fall 1985 through Spring 1989. Table 1A and 1B shows in graph form the entry date and number of completers for the Fall '88 and Spring '89 school term.

State Board of Regents guidelines mandate that students enrolled in remedial or developmental courses must earn a grade of "C" or higher to successfully complete the courses. Upon completion of required developmental courses, the student receives a letter acknowledging this accomplishment. Since the fall of 1985, 790 A/D students have successfully completed all A/D requirements in the program, and are currently enrolled.

Tables 2-2B presents a breakdown of grade point averages and completion rates of all A/D students completing developmental studies and enrolled in college level courses beginning Summer 1988 through Spring 1989.

Of the 203 A/D completers, 150 (74%) were female, and 53 (26%) were male. The females, whose average age is 24.29 years, had a cumulative GPA of 2.92. The males, whose average age is 22.45 years, had a cumulative GPA of 2.68. The average GPA of the total is 2.86 and the average age of the total group is 23.8 years.

Of the 203 completers, 178 (88%) successfully completed English Comp I with an average GPA of 2.52. Of the 150 female completers, 131 (87%) completed Comp I with an average GPA of 2.51. Of the 50 male completers, 46 (92%) completed Comp I with an average GP A of 2.52.

Of the 203 completers, 87 (43%) students successfully completed College Algebra with an average GPA of 2.20. Of the 150 female completers, 60 (40%) students successfully completed College Algebra with an average GPA of 2.27. Of the 50 male completers, 27 (54%) students successfully completed College Algebra with an average GPA of 2.13.

Of the 203 completers, 109 (54%) students successfully completed History I with an average GP A of 2.51. Of the 150 female completers, 74 (49%) successfully completed History I with an average GP A of 2.47. Of the 50 male completers, 35 (70%) successfully completed History I with an average GPA of 2.55.

The retention rate of the completers from Summer 1988 to Spring 1989 was 82%. Eighty-four percent (84%) of the completers returned after Summer 1988, and eighty-one percent (81%) returned after Fall 1988.

Table 6 shows the number of A/D completers in each major and the number of A/D completers enrolled in each college-level course for Summer 1988, Fall 1988, and Spring 1989.

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## ASSESSMENT AND PLACEMENT


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# SHELBY STATE COMMUNITY COLLEGE

## REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Term: Fall 1988

DATA NOT AVAILABLE BY LOCATION:

| | |
|---|---|
| No. Required to Take AAPP | 1,038 |
| No. Completed AAPP | 728 |
| No. Enrolled Who Received Scholarships | 32 |
| No. Enrolled While on Suspension | 84 |
| No. Program Completers | 76 |

---

## ANALYSIS OF STUDENT ENROLLED IN R-D CLASSES

| | N | % |
|---|---|---|
| No. Enrolled at Remedial Level Only | 115 | 18 |
| No. Enrolled at Dev. Level Only | 71 | 11 |
| No. Enrolled in Both Rem. and Dev. Level | 257 | 39 |
| No. Enrolled in Remedial and College Level | 15 | 1 |
| No. Enrolled in Developmental and College Level | 102 | 16 |
| No. Enrolled in Rem/Dev and College Courses | 96 | 15 |
| TOTAL NO. STUDENTS | 656 | |

No. Enrolled in College Courses only Based on AAPP 61

# SHELBY STATE COMMUNITY COLLEGE

## REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Term: Spring 1989

DATA NOT AVAILABLE BY LOCATION:

| | |
|---|---|
| No. Required to Take AAPP | 408 |
| No. Completed AAPP | 302 |
| No. Enrolled Who Received Scholarships | 34 |
| No. Enrolled While on Suspension | 100 |
| No. Program Completers | 87 |

---

## ANALYSIS OF STUDENT ENROLLED IN R-D CLASSES

| | N | % |
|---|---|---|
| No. Enrolled at Remedial Level Only | 47 | 16 |
| No. Enrolled at Dev. Level Only | 33 | 11 |
| No. Enrolled in Both Rem. and Dev. Level | 126 | 43 |
| No. Enrolled in Remedial and College Level | 13 | 4 |
| No. Enrolled in Developmental and College Level | 49 | 17 |
| No. Enrolled in Rem/Dev and College Courses | 25 | 9 |
| TOTAL NO. STUDENTS | 293 | |

No. Enrolled in College Courses only Based on AAPP 20

TABLE 1A

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: Midtown Campus

Term: Fall 1988

---

ANALYSIS BY TYPE OF STUDENT

214 **FIRST-TIME FRESHMAN**

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 196 | 92 |
| No. Not Enrolled in R-D Classes | 18 | 8 |

362 **OTHER NEW STUDENTS (Non-Degree)**

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 245 | 68 |
| No. Not Enrolled in R-D Classes | 117 | 32 |

576 **TOTAL STUDENTS AT THIS LOCATION**

Location: Midtown Campus

Term: Spring 1989

---

ANALYSIS BY TYPE OF STUDENT

183 **FIRST-TIME FRESHMAN**

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 156 | 85 |
| No. Not Enrolled in R-D Classes | 27 | 15 |

77 **OTHER NEW STUDENTS (Non-Degree)**

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 45 | 58 |
| No. Not Enrolled in R-D Classes | 32 | 42 |

260 **TOTAL STUDENTS AT THIS LOCATION**

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: Gill Campus

Term: Fall 1988

---

ANALYSIS BY TYPE OF STUDENT

32 FIRST-TIME FRESHMAN

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 26 | 81 |
| No. Not Enrolled in R-D Classes | 6 | 19 |

114 OTHER NEW STUDENTS (Non-Degree)

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 85 | 75 |
| No. Not Enrolled in R-D Classes | 29 | 25 |

146 TOTAL STUDENTS AT THIS LOCATION

Location: Gill Campus

Term: Spring 1989

---

ANALYSIS BY TYPE OF STUDENT

43 FIRST-TIME FRESHMAN

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 33 | 77 |
| No. Not Enrolled in R-D Classes | 10 | 23 |

15 OTHER NEW STUDENTS (Non-Degree)

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 9 | 60 |
| No. Not Enrolled in R-D Classes | 6 | 40 |

58 TOTAL STUDENTS AT THIS LOCATION

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: Southeast Center

Term: Fall 1988

---

ANALYSIS BY TYPE OF STUDENT

| | | N | % |
|---|---|---|---|
| 30 | **FIRST-TIME FRESHMAN** | | |
| | No. Enrolled in R-D Classes | 25 | 83 |
| | No. Not Enrolled in R-D Classes | 5 | 17 |
| 154 | **OTHER NEW STUDENTS (Non-Degree)** | | |
| | No. Enrolled in R-D Classes | 80 | 52 |
| | No. Not Enrolled in R-D Classes | 74 | 48 |
| 184 | **TOTAL STUDENTS AT THIS LOCATION** | | |

Location: Southeast Center

Term: Spring 1989

---

ANALYSIS BY TYPE OF STUDENT

| | | N | % |
|---|---|---|---|
| 41 | **FIRST-TIME FRESHMAN** | | |
| | No. Enrolled in R-D Classes | 27 | 66 |
| | No. Not Enrolled in R-D Classes | 14 | 34 |
| 41 | **OTHER NEW STUDENTS (Non-Degree)** | | |
| | No. Enrolled in R-D Classes | 16 | 39 |
| | No. Not Enrolled in R-D Classes | 25 | 61 |
| 82 | **TOTAL STUDENTS AT THIS LOCATION** | | |

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: Millington Center

Term: Fall 1988

---

ANALYSIS BY TYPE OF STUDENT

2 FIRST-TIME FRESHMAN

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 0 | 0 |
| No. Not Enrolled in R-D Classes | 2 | 100 |

21 OTHER NEW STUDENTS (Non-Degree)

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 0 | 0 |
| No. Not Enrolled in R-D Classes | 21 | 100 |

23 TOTAL STUDENTS AT THIS LOCATION

Location: Millington Center

Term: Spring 1989

---

ANALYSIS BY TYPE OF STUDENT

9 FIRST-TIME FRESHMAN

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 3 | 33 |
| No. Not Enrolled in R-D Classes | 6 | 67 |

3 OTHER NEW STUDENTS (Non-Degree)

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 1 | 33 |
| No. Not Enrolled in R-D Classes | 2 | 67 |

12 TOTAL STUDENTS AT THIS LOCATION

REMEDIAL-DEVELOPMENTAL STUDIES *** ENROLLMENT ANALYSIS

Location: Shelby Penal Farm

Term: Spring 1989

---

ANALYSIS BY TYPE OF STUDENT

0 FIRST-TIME FRESHMAN

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 0 | 0 |
| No. Not Enrolled in R-D Classes | 0 | 0 |

7 OTHER NEW STUDENTS (Non-Degree)

| | N | % |
|---|---|---|
| No. Enrolled in R-D Classes | 3 | 43 |
| No. Not Enrolled in R-D Classes | 4 | 57 |

7 TOTAL STUDENTS AT THIS LOCATION

TABLE 2D

## ENROLLMENT


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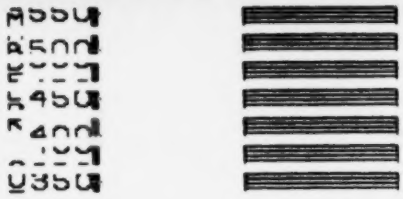
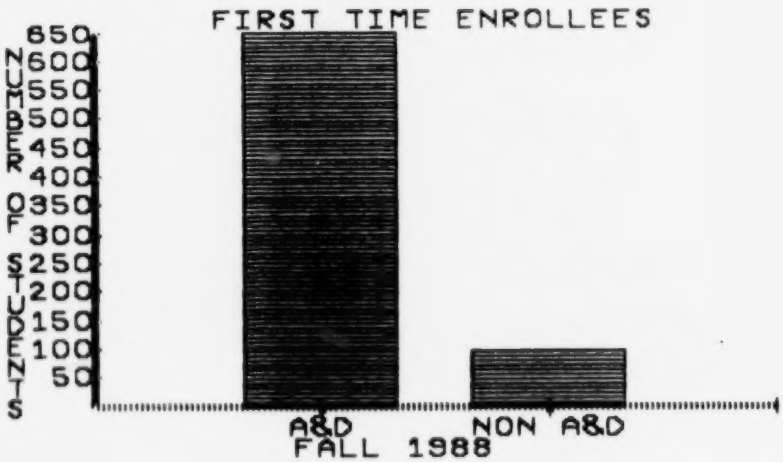
SHELBY STATE COMMUNITY COLLEGE
ACADEMIC AND DEVELOPMENTAL SERVICES ENROLLMENT ANALYSIS

First Time New Enrollees - Freshman
ADS Program

| Term Entered SSCC | A/D | Non A/D |
|---|---|---|
| Fall '85 | 489 | 73 |
| Fall '86 | 681 | 114 |
| Fall '87 | 538 | 70 |
| Fall '88 | 656 | 95 |

TABLE 1




FIRST TIME ENROLLEES
NUMBER OF STUDENTS
650
600
550
500
450
400
350
300
250
200
150
100
50
A&D
NON A&D
FALL 1988

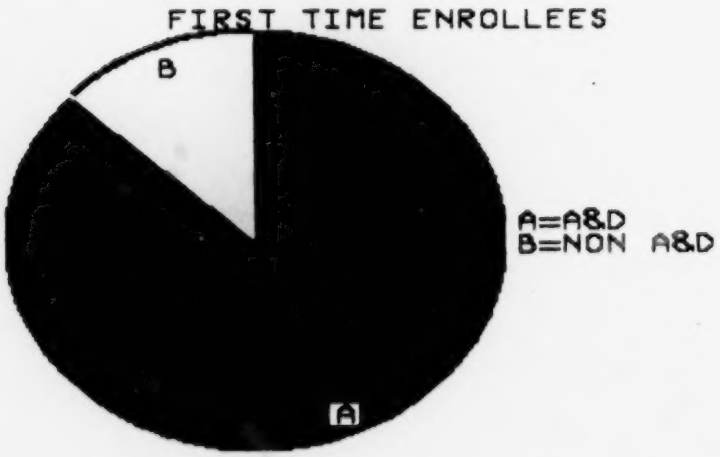

FIRST TIME ENROLLEES
B
A
A=A&D
B=NON A&D

TABLE 1A

## DEMOGRAPHICS

### Academic and Developmental Services Student Enrollment by Age, Sex, Race, Division, and Admissions Category

FALL, 1988

| | | |
|---|---|---|
| Total Students Enrolled in 88 | = | 3822 |
| First-time College Students | = | 1014 |
| FTC Students enrolled in A/D courses | = | 646 |

| | | Returning 747 | FTC 646 |
|---|---|---|---|
| | | Enrolled in A/D | Enrolled in A/D |
| Male | = | 202 | 225 |
| Female | = | 545 | 421 |
| 21 or Older | = | 633 | 205 |
| Under 21 | = | 114 | 441 |
| White not Hispanic | = | 233 | 233 |
| Black not Hispanic | = | 503 | 411 |
| American Indian or Alaskan Native | = | 3 | 0 |
| Asian or Pacific Islander | = | 2 | 1 |
| Hispanic | = | 4 | 1 |
| Unclassified | = | 1 | 0 |
| Career Studies Division | = | 318 | 159 |
| General and Transfer Studies | = | 100 | 82 |
| Undecided or Unknown | = | 329 | 405 |

TABLE 2

## DEMOGRAPHICS

### Academic and Developmental Services Student Enrollment by Age, Sex, Race, Division, and Admissions Category

SPRING, 1989

| | | |
|---|---|---|
| Total Students Enrolled in 3/88 | = | 3881 |
| First-time College Students | = | 644 |
| FTC Students enrolled in A/D courses | = | 304 |

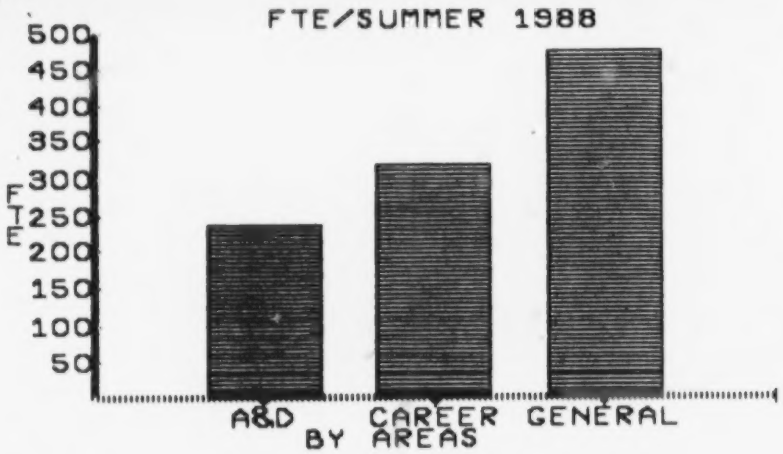
| | | Returning 1101 | FTC 304 |
|---|---|---|---|
| | | Enrolled in A/D | Enrolled in A/D |
| Male | = | 318 | 86 |
| Female | = | 783 | 218 |
| 21 or Older | = | 690 | 172 |
| Under 21 | = | 411 | 132 |
| White not Hispanic | = | 326 | 87 |
| Black not Hispanic | = | 758 | 208 |
| American Indian or Alaskan Native | = | 3 | 1 |
| Asian or Pacific Islander | = | 4 | 2 |
| Hispanic | = | 9 | 5 |
| Unclassified | = | 1 | 1 |
| Career Studies Division | = | 292 | 78 |
| General and Transfer Studies | = | 198 | 130 |
| Undecided or Unknown | = | 611 | 96 |

TABLE 2A

A DUPLICATED HEAD COUNT OF FIRST-TIME FRESHMAN ENROLLED IN REMEDIAL/DEVELOPMENTAL COURSES BY LOCATION (FALL 88 & SPRING 89)

| COURSES | Midtown | | Gill | | Southeast | | Millington | | Correctional Center | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | |
| Reading I | 240 | 102 | 18 | 13 | 15 | 8 | 0 | 0 | 1 | 0 | 397 |
| Reading II | 194 | 199 | 36 | 22 | 20 | 25 | 0 | 0 | 4 | 0 | 500 |
| Reading III | 175 | 197 | 57 | 41 | 54 | 44 | 0 | 0 | 4 | 0 | 572 |
| Basic Study Skills | 127 | 117 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 244 |
| Developmental Study Skills | 344 | 140 | 91 | 57 | 76 | 53 | 0 | 0 | 0 | 0 | 761 |
| Basic Writing | 252 | 208 | 29 | 12 | 10 | 10 | 0 | 0 | 0 | 0 | 521 |
| Developmental Writing | 530 | 268 | 95 | 60 | 64 | 33 | 0 | 14 | 0 | 0 | 1,064 |
| Basic Math | 330 | 266 | 90 | 41 | 51 | 43 | 0 | 0 | 0 | 0 | 821 |
| Elementary Algebra | 360 | 380 | 88 | 86 | 77 | 86 | 0 | 0 | 0 | 0 | 1,077 |
| Intermediate Algebra | 152 | 182 | 43 | 58 | 38 | 55 | 0 | 0 | 0 | 0 | 528 |
| TOTALS | 2,704 | 2,059 | 547 | 390 | 405 | 357 | 0 | 14 | 9 | 0 | 6,485 |

TABLE 3


FTE/SUMMER 1988
500
450
400
350
300
250
200
150
100
50
FTE
A&D
CAREER
GENERAL
BY AREAS

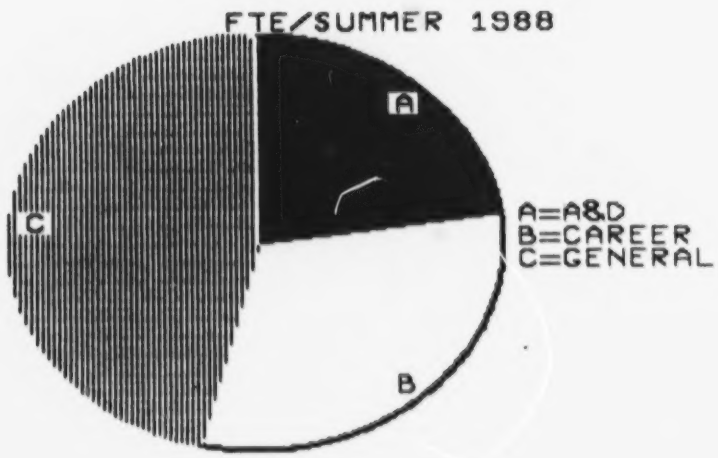
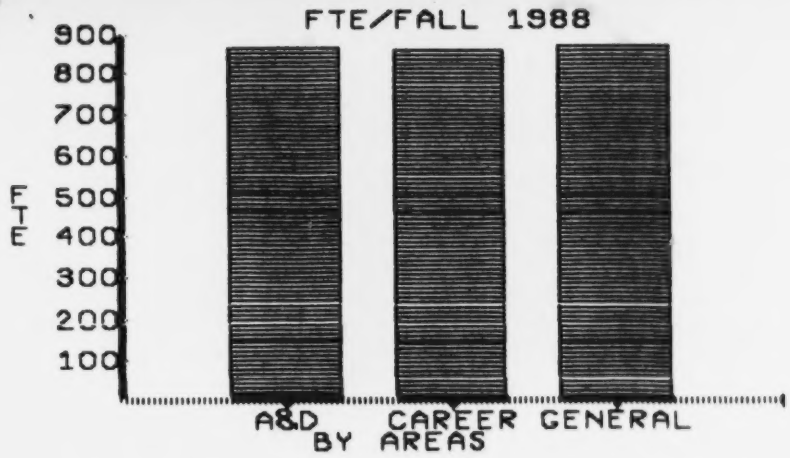

FTE/SUMMER 1988
A
B
C
A=A&D
B=CAREER
C=GENERAL

TABLE 4


FTE/FALL 1988
900
800
700
600
500
400
300
200
100
FTE
A&D
CAREER
GENERAL
BY AREAS

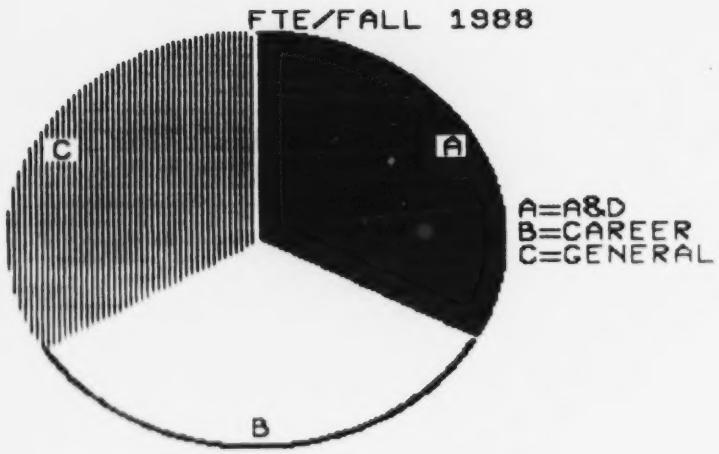
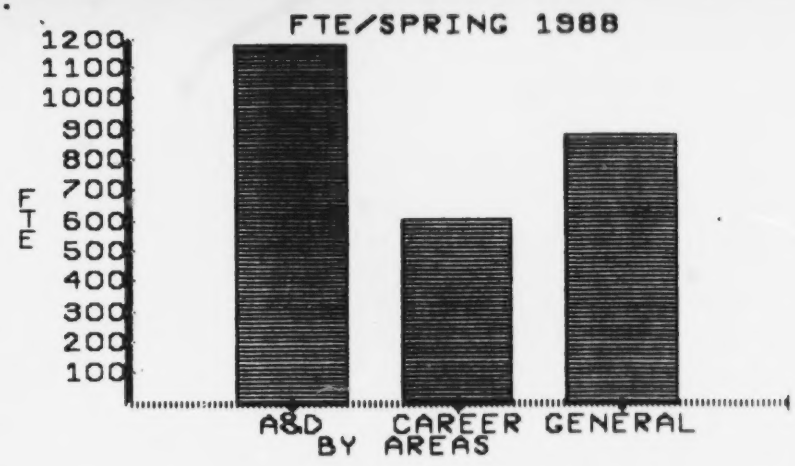

FTE/FALL 1988
A
B
C
A=A&D
B=CAREER
C=GENERAL

TABLE 4A


FTE/SPRING 1988
1200
1100
1000
900
800
700
600
500
400
300
200
100
FTE
A&D
CAREER
GENERAL
BY AREAS

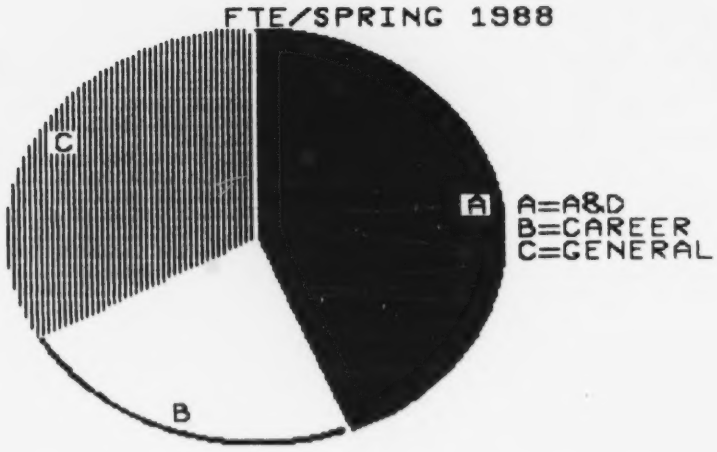

FTE/SPRING 1988
C
A
B
A=A&D
B=CAREER
C=GENERAL

TABLE 4B

## ENROLLMENT

Full and Part-time Enrollment
Fall 1988

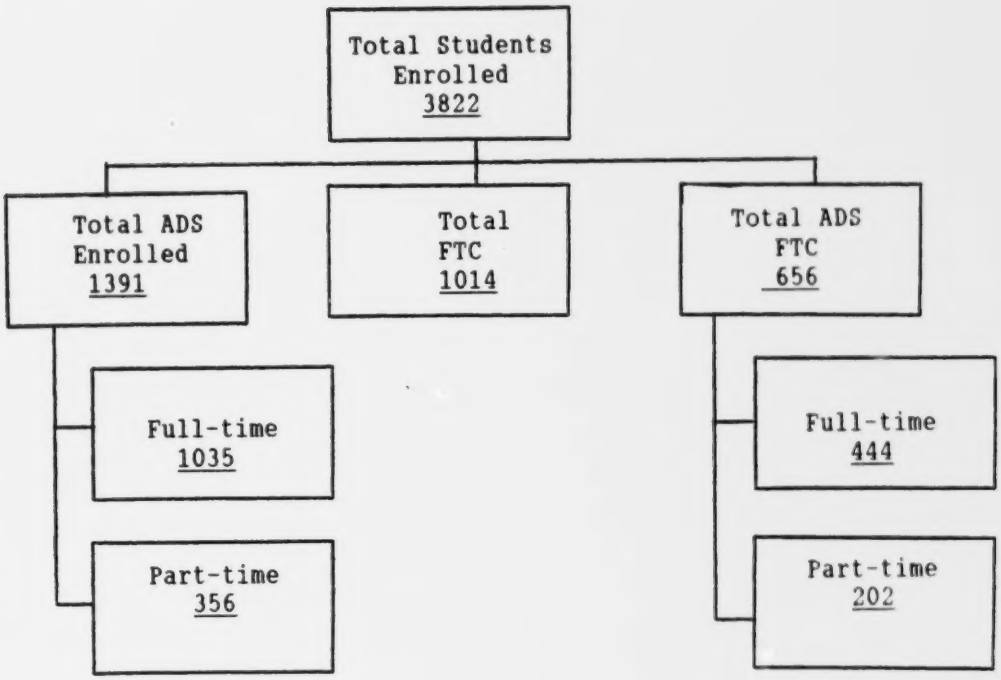



TABLE 5

## ENROLLMENT

### Full and Part-time Enrollment
### Spring 1989

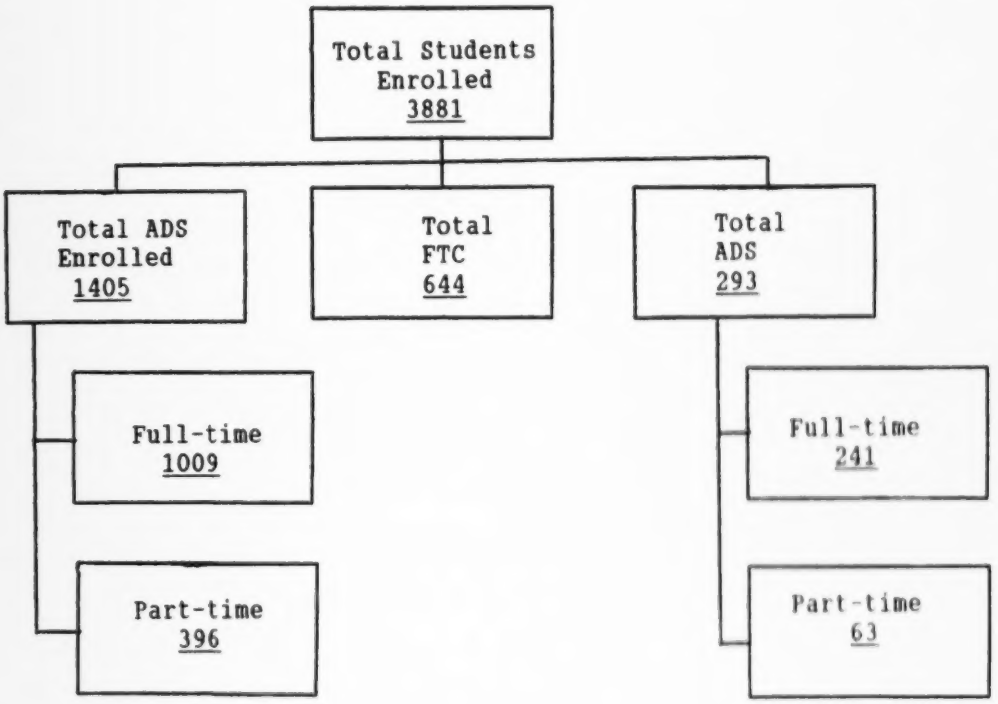



TABLE 5 A

## RETENTION


| | | PAGE |
|---|---|---|
| TABLE 1 | Retention Tracking of First-Time College Degree Seeking Students Fall '85, Fall '86, Fall '87 and Fall '88 | 10a |

## RETENTION

### A/D Student Enrollment Tracking of First-Time College Degree Seeking Students

| Term | HC | Fall 1985 Cohort Degree Seeking First-Time College | | Fall 1986 Cohort Degree Seeking First-Time College | | Fall 1987 Cohort Degree Seeking First-Time College | | Fall 1988 Cohort Degree Seeking First-Time College | |
|---|---|---|---|---|---|---|---|---|---|
| | | A/D | Non A/D | A/D | Non A/D | A/D | Non A/D | A/D | Non A/D |
| | | No. % | No. % | No. % | No. % | No. % | No. % | No. % | No. % |
| 1985-86 Fall 1985 | 3789 | 489 (100) | 73 (100) | | | | | | |
| Wtr 1986 | 3396 | 388 ( 79) | 44 ( 60) | | | | | | |
| Spr 1986 | 3295 | 248 ( 52) | 41 ( 56) | | | | | | |
| 1986-87 Fall 1986 | 3730 | 191 ( 39) | 24 ( 32) | 681 (100) | 114 (100) | | | | |
| Wtr 1987 | 3236 | 141 ( 29) | 24 ( 32) | 464 ( 68) | 56 ( 49) | | | | |
| Spr 1987 | 3045 | 122 ( 25) | 21 ( 29) | 313 ( 46) | 47 ( 41) | | | | |
| 1987-88 Fall 1987 | 3399 | 83 ( 17) | 13 ( 16) | 230 ( 34) | 33 ( 29) | 538 (100) | 70 (100) | | |
| Wtr 1988 | 3283 | 84 ( 17) | 8 ( 11) | 194 ( 28) | 29 ( 25) | 392 ( 73) | 29 ( 41) | | |
| Spr 1988 | 3229 | 67 ( 14) | 11 ( 15) | 179 ( 26) | 30 ( 26) | 315 ( 59) | 25 ( 36) | | |
| Fall 1988 | 3814 | 42 ( 9) | 6 ( 8) | 136 ( 20) | 9 ( 83) | 232 ( 43) | 14 ( 20) | | |
| Spr 1988 | 3881 | 35 ( 7) | 6 ( 8) | 123 ( 18) | 4 ( 4) | 203 ( 38) | 12 ( 17) | | |
| Fall 1988 | | | | | | | | 656 (100) | 95 (100) |
| | | | | | | | | 487 ( 74) | 6 ( 6) |

DEFINITIONS

A/D Completion
A/D Retention = Completed all R/D required courses and enrolled at the college in subsequent Quarter/term.

Non-A/D Retention = First time college students who enrolled in college level courses and enrolled the subsequent Quarter.







TABLE 1

## GRADE DISTRIBUTION


| | | PAGE |
|---|---|---|
| TABLE 1 | Comparison of Academic Distribution of Grades by Areas Summer '88 Through Spring '89 | 11a |
| TABLE 2-2B | A/D Course Grade Analysis Summer '88, Fall '88, and Spring '89 | 11b - 11f |
| TABLE 3-3A | Analysis of Student Grades (Remedial and Developmental Summer '88 Through Spring '89 | 11g - 11h |

## COMPARISON OF ACADEMIC DISTRIBUTION OF GRADES

| | Summer '88 | | | Fall '88 | | | Spring '89 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pass | No Pass | W | Pass | No Pass | W | Pass | No Pass | W |
| Study Skills | 16 (73%) | 6 (27%) | 0 (.0%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Basic St. Sk. | ---- | ---- | ---- | 81 (62%) | 42 (32%) | 6 (5%) | 71 (61%) | 42 (36%) | 4 (3%) |
| Dev. St. Sk. | ---- | ---- | ---- | 356(70%) | 126(25%)) | 32 (6%) | 138(58%) | 77 (32%) | 22 (9%) |
| Group Total | 16/22 (73%) | 6/22 (27%) | 0/22 (.0%) | 437/643 (68%) | 168/643 (26%) | 38/643 (6%) | 209/354 (59%) | 119/354 (34%) | 26/354 (7%) |
| Reading I | 12 (50%) | 11 (46%) | 1 (4%) | 179 (83%) | 72 (27%) | 16 (1%) | 88 (62%) | 51 (36%) | 2 (1%) |
| Reading II | 45 (64%) | 24 (34%) | 1 (1%) | 162 (65%) | 75 (30%) | 11 (4%) | 161 (64%) | 73 (29%) | 16 (6%) |
| Dev. Reading | 76 (74%) | 27 (26%) | 0 (.0%) | 198(70%) | 72 (25%) | 13 (5%) | 177(64%) | 84 (30%) | 17 (6%) |
| Group Total | 133/197 (68%) | 62/197 (31%) | 2/197 (1%) | 539/798 (67%) | 219/798 (27%) | 40/798 (5%) | 426/669 (64%) | 208/669 (31%) | 35/669 (5%) |
| Basic Math I | 69 (53%) | 59 (45%) | 3 (2%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Basic Math II | 33 (42%) | 40 (51%) | 5 (6%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Basic Math | ---- | ---- | ---- | 244(52%) | 196 (42%) | 27 (6%) | 180 (49%) | 156 (43%) | 29 (8%) |
| Elem./Beg. Alg. | 56 (50%) | 53 (47%) | 4 (4%) | 235(45%) | 236(45%) | 52 (10%) | 236(43%) | 254(46%) | 60 (11%) |
| Int. Algebra | 74 (50%) | 58 (39%) | 14 (10%) | 96 (42%) | 102(45%) | 31 (14%) | 129(43%) | 136(46%) | 33 (11%) |
| Group Total | 232/468 (49%) | 210/468 (45%) | 26/468 (6%) | 575/1219 (47%) | 534/1219 (44%) | 110/1219 (9%) | 547/1215 (45%) | 546/1215 (45%) | 122/1215 (10%) |
| Basic Writing I | 6 (60%) | 4 (40%) | 0 (.0%) | | | | | | |
| Basic Writ. II | 33 (59%) | 23 (41%) | 0 (.0%) | | | | | | |
| Theme/Rpt. | 45 (56%) | 35 (43%) | 1 (1%) | | | | | | |
| Bas. Oral Com. | 27 (96%) | 0 (.0%) | 1 (4%) | | | | | | |
| Basic Writing | | | | 145(50%) | 121(42%) | 22 (8%) | 100(45%) | 106(48%) | 14 (6%) |
| Dev. Writing | | | | 286(68%) | 110(26%) | 22 (5%) | 178(47%) | 164(44%) | 33 (9%) |
| Group Total | 111/175 (63%) | 62/175 (35%) | 2/175 (1%) | 431/706 (61%) | 231/706 (33%) | 44/706 (6%) | 278/595 (47%) | 270/595 (45%) | 47/595 (8%) |
| ADS Total | 492/862 (57%) | 340/862 (39%) | 30/862 (4%) | 1982/3366 (59%) | 1152/3366 (34%) | 232/3366 (7%) | 1460/2833 (52%) | 1143/2833 (40%) | 230/2833 (8%) |

| Tutoring | S | F | W |
|---|---|---|---|
| Tutoring I | 53 (72%) | 18 (24%) | 3 (4%) |
| Tutoring II | 138(74%) | 45 (24%) | 4 (2%) |
| Tutoring III | 192(71%) | 66 (24%) | 12 (4%) |
| Group Total | 383/531 (72%) | 129/531 (24%) | 19/531 (4%) |

TABLE 1

## ADS COURSE GRADE ANALYSIS
## SUMMER '88

| | A | B | C | F | N | W | Total |
|---|---|---|---|---|---|---|---|
| **Study Skills** | | | | | | | |
| Study Skills | 7 | 4 | 5 | 3 | 3 | 0 | 22 |
| | 32% | 18% | 23% | 14% | 14% | .0% | 100% |
| **ADS Reading** | | | | | | | |
| Reading I | 12 | 0 | 0 | 2 | 9 | 1 | 24 |
| | 50% | .0% | .0% | 8% | 38% | 4% | 100% |
| Reading II | 39 | 4 | 2 | 6 | 18 | 1 | 70 |
| | 56% | 6% | 3% | 9% | 26% | 1% | 100% |
| Reading III | 57 | 14 | 5 | 11 | 16 | 0 | 103 |
| | 55% | 14% | 5% | 11% | 16% | .0% | 100% |
| Total Group | 108 | 18 | 7 | 19 | 43 | 2 | 197 |
| | 55% | 9% | 3% | 10% | 22% | 1% | 100% |
| **ADS Math** | | | | | | | |
| Basic Math I | 11 | 26 | 32 | 59 | 0 | 3 | 131 |
| | 8% | 20% | 24% | 45% | .0% | 2% | 100% |
| Basic Math II | 2 | 12 | 19 | 40 | 0 | 5 | 78 |
| | 3% | 15% | 24% | 51% | .0% | 6% | 100% |
| Beg. Algebra | 16 | 18 | 22 | 53 | 0 | 4 | 113 |
| | 14% | 16% | 19% | 47% | .0% | 4% | 100% |
| Int. Algebra | 13 | 33 | 28 | 58 | 0 | 14 | 146 |
| | 9% | 22% | 19% | 39% | .0% | 10% | 100% |
| Total Group | 42 | 89 | 101 | 210 | 0 | 26 | 468 |
| | 9% | 19% | 22% | 45% | .0% | 6% | 100% |
| **ADS Writing** | | | | | | | |
| Basic Writing I | 0 | 3 | 3 | 2 | 2 | 0 | 10 |
| | .0% | 30% | 30% | 20% | 20% | .0% | 100% |
| Basic Writing II | 0 | 11 | 22 | 5 | 18 | 0 | 56 |
| | .0% | 20% | 39% | 9% | 32% | .0% | 100% |
| Theme/Report | 0 | 4 | 41 | 10 | 25 | 1 | 81 |
| | .0% | 5% | 51% | 12% | 31% | 1% | 100% |
| Basic Oral/Com. | 16 | 9 | 2 | 0 | 0 | 1 | 28 |
| | 57% | 32% | 7% | .0% | .0% | 4% | 100% |
| Total Group | 16 | 27 | 68 | 17 | 45 | 2 | 175 |
| | 9% | 15% | 39% | 10% | 26% | 1% | 100% |

TABLE 2

| Tutor | S | F | W | Total |
|---|---|---|---|---|
| Tutoring I | 53 | 18 | 3 | 74 |
| | 72% | 24% | 4% | 100% |
| Tutoring II | 138 | 45 | 4 | 187 |
| | 74% | 24% | 2% | 100% |
| Tutoring III | 192 | 66 | 12 | 270 |
| | 71% | 24% | 4% | 100% |
| Total Group | 383 | 129 | 19 | 531 |
| | 72% | 24% | 4% | 100% |

TABLE 2 (continued)

## ADS COURSE GRADE ANALYSIS
## FALL '88

| Study Skills | A | B | C | F | N | W | Total |
|---|---|---|---|---|---|---|---|
| Basic Study Skills | 17 | 38 | 26 | 12 | 30 | 6 | 139 |
| | 13% | 29% | 20% | 9% | 23% | 5% | 100% |
| Dev. Study Skills | 126 | 149 | 81 | 66 | 60 | 32 | 514 |
| | 25% | 29% | 16% | 13% | 12% | 6% | 100% |
| Total Group | 143 | 187 | 107 | 78 | 90 | 38 | 643 |
| | 22% | 29% | 16% | 12% | 14% | 6% | 100% |
| ADS Reading | | | | | | | |
| Reading I | 178 | 0 | 1 | 10 | 62 | 16 | 267 |
| | 66% | .0% | .004% | 4% | 23% | 6% | 100% |
| Reading II | 158 | 3 | 1 | 18 | 57 | 11 | 248 |
| | 64% | 1% | .004 | 7% | 23% | 4% | 100% |
| Dev. Reading | 172 | 18 | 8 | 18 | 54 | 13 | 283 |
| | 61% | 6% | 3% | 6% | 19% | 5% | 100% |
| Total Group | 508 | 21 | 10 | 46 | 173 | 40 | 798 |
| | 64% | 3% | 1% | 6% | 22% | 5% | 100% |
| ADS Math | | | | | | | |
| Basic Math | 27 | 81 | 136 | 196 | 0 | 27 | 467 |
| | 6% | 17% | 29% | 42% | .0% | 6% | 100% |
| Elem. Algebra | 40 | 85 | 110 | 236 | 0 | 52 | 523 |
| | 8% | 16% | 21% | 45% | .0% | 10% | 100% |
| Int. Algebra | 15 | 30 | 51 | 102 | 0 | 31 | 229 |
| | 7% | 13% | 22% | 45% | .0% | 14% | 100% |
| Total Group | 82 | 196 | 297 | 534 | 0 | 110 | 1219 |
| | 7% | 16% | 24% | 44% | .0% | 9% | 100% |

TABLE 2 A

| ADS Writing | A | B | C | F | N | W | Total |
|---|---|---|---|---|---|---|---|
| Basic Writing | 2 | 16 | 127 | 42 | 79 | 22 | 288 |
| | 1% | 6% | 44% | 15% | 27% | 8% | 100% |
| Dev. Writing | 7 | 65 | 214 | 37 | 73 | 22 | 418 |
| | 2% | 16% | 51% | 9% | 17% | 5% | 100% |
| Total Group | 9 | 81 | 341 | 79 | 152 | 44 | 706 |
| | 1.3% | 11% | 48% | 11% | 22% | 6% | 100% |
| TERM TOTAL | 742 | 485 | 755 | 737 | 415 | 232 | 3366 |
| | 22% | 14% | 22% | 22% | 12% | 7% | 100% |

TABLE 2A (continued)

## ADS COURSE GRADE ANALYSIS
## SPRING '89

| Study Skills | A | B | C | F | N | W | Total |
|---|---|---|---|---|---|---|---|
| Bas. Study Skills | 25 | 26 | 20 | 15 | 27 | 4 | 117 |
| | 21% | 22% | 17% | 13% | 23% | 3% | 100% |
| Dev. Study Skills | 65 | 35 | 38 | 18 | 59 | 22 | 237 |
| | 27% | 15% | 16% | 8% | 25% | 9% | 100% |
| Total Group | 90 | 61 | 58 | 33 | 86 | 26 | 354 |
| | 26% | 17% | 16% | 9% | 24% | 7% | 100% |
| ADS Reading | | | | | | | |
| Basic Reading I | 87 | 0 | 1 | 0 | 51 | 2 | 141 |
| | 62% | .0% | 1% | .0% | 36% | 1% | 100% |
| Basic Reading II | 159 | 1 | 1 | 7 | 66 | 16 | 250 |
| | 64% | .5% | .5% | 3% | 26% | 6% | 100% |
| Dev. Reading | 152 | 17 | 8 | 3 | 81 | 17 | 278 |
| | 55% | 6% | 3% | 1% | 29% | 6% | 100% |
| Total Group | 398 | 18 | 10 | 10 | 198 | 35 | 669 |
| | 59% | 3% | 1% | 1% | 30% | 5% | 100% |
| ADS Math | | | | | | | |
| Basic Math | 38 | 61 | 81 | 156 | 0 | 29 | 365 |
| | 10% | 17% | 22% | 43% | .0% | 8% | 100% |
| Elem. Algebra | 45 | 79 | 114 | 254 | 0 | 60 | 552 |
| | 8% | 14% | 21% | 46% | .0% | 11% | 100% |
| Int. Algebra | 23 | 45 | 61 | 136 | 0 | 33 | 298 |
| | 8% | 15% | 20% | 46% | .0% | 11% | 100% |
| Total Group | 106 | 185 | 256 | 546 | 0 | 122 | 1215 |
| | 9% | 15% | 21% | 45% | .0% | 10% | 100% |
| ADS Writing | | | | | | | |
| Basic Writing | 2 | 10 | 88 | 60 | 46 | 14 | 220 |
| | 1% | 5% | 40% | 27% | 21% | 6% | 100% |
| Dev. Writing | 2 | 45 | 131 | 69 | 95 | 33 | 375 |
| | 1% | 12% | 35% | 18% | 25% | 9% | 100% |
| Total Group | 4 | 55 | 219 | 129 | 141 | 47 | 595 |
| | 1% | 9% | 37% | 22% | 24% | 8% | 100% |

TABLE 2B

## ANALYSIS OF STUDENT GRADES (REMEDIAL COURSES)

| | Summer '88 | | | Fall '88 | | | Spring '89 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pass | No Pass | W | Pass | No Pass | W | Pass | No Pass | W |
| Study Skills | 16 (73%) | 6 (27%) | 0 (.0%) | 81 (62%) | 42 (32%) | 6 (5%) | 71 (61%) | 42 (36%) | 4 (3%) |
| Read. I | 12 (50%) | 11 (46%) | 1 (4%) | 179(83%) | 72 (27%) | 16 (1%) | 88 (62%) | 51 (36%) | 2 (1%) |
| Read. II | 45 (64%) | 24 (34%) | 1 (1%) | 162(65%) | 75 (30%) | 11 (4%) | 161(64%) | 73 (29%) | 16 (6%) |
| Basic Math I | 69 (53%) | 59 (45%) | 3 (2%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Basic Math II | 33 (42%) | 40 (51%) | 5 (6%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Basic Math | ---- | ---- | ---- | 244(52%) | 196(42%) | 27 (6%) | 180(49%) | 156(43%) | 29 (8%) |
| Writing I | 6 (60%) | 4 (40%) | 0 (.0%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Writing II | 33 (59%) | 23 (41%) | 0 (.0%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Basic Writing | ---- | ---- | ---- | 145(50%) | 121(42%)) | 22 (8%) | 100(45%) | 106(48%) | 14 (6%) |
| Total | 214/391 (55%) | 167/391 (43%) | 10/391 (3%) | 811/1513 (54%) | 620/1513 (41%) | 82/1513 (5%) | 600/1093 (55%) | 428/1093 (39%) | 65/1093 (6%) |



TABLE 3

## ANALYSIS OF STUDENT GRADES (DEVELOPMENTAL COURSES)

| | Summer '88 | | | Fall '88 | | | Spring '89 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pass | No Pass | W | Pass | No Pass | W | Pass | No Pass | W |
| Dev. St. Sk. | ---- | ---- | ---- | 356(70%) | 126(25%) | 32 (6%) | 138(58%) | 77 (32%) | 22 (9%) |
| Dev. Rdg. III | 76 (74%) | 27 (26%) | 0 (.0%) | 198(70%) | 72 (25%) | 13 (5%) | 177(64%) | 84 (30%) | 17 (6%) |
| Beg./Elem. Alg. | 56 (50%) | 53 (47%) | 4 (4%) | 235(45%) | 236(45%) | 52 (10%) | 238(43%) | 254(46%) | 60 (11%) |
| Int. Alg. | 74 (50%) | 58 (39%) | 14 (10%) | 96 (42%) | 102(45%) | 31 (14%) | 129(43%) | 136(46%) | 33 (11%) |
| Theme/Rpt. | 45 (56%) | 35 (43%) | 1 (1%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Bas. Oral Com. | 27 (96%) | 0 (.0%) | 1 (4%) | ---- | ---- | ---- | ---- | ---- | ---- |
| Dev. Writ. | ---- | ---- | ---- | 286(68%) | 110(26%) | 22 (5%) | 178(47%) | 164(44%) | 33 (9%) |
| Total | 278/471 (59%) | 173/471 (37%) | 20/471 (4%) | 1171/1967 (59%) | 646/1967 (33%) | 150/1967 (8%) | 860/1740 (49%) | 715/1740 (41%) | 165/1740 (9%) |



TABLE 3A

## STUDENT PROGRESS


| | | PAGE |
|---|---|---|
| TABLE 1 | R/D Students Completing R/D Program Fall '85 Through Spring '89 | 12a |
| TABLE 1A | Student Completers ADS Program Fall '88 and ADS Entry Date | 12b |
| TABLE 1B | Student Completers ADS Program Spring '89 and ADS Entry Date | 12c |
| TABLE 2 | Grade Point Average of all R/D Completers Summer '88 Through Spring '89 | 12d - 12e |
| TABLE 2A | Grade Point AVerage of all R/D Completers in English Comp I, Summer '88 Through Spring '89 | 12f |
| TABLE 2B | Grade Point Average of R/D Completers in College Algebra, Summer '88 Through Spring '89 | 12g |
| TABLE 2C | GPA of R/D Completers Enrolled in History Summer '88 Through Spring '89 | 12h |
| TABLES 3-3A | R/D Students Enrolled in College Level Courses Summer I '88 and Summer II '88 | 12i - 12j |
| TABLES 4-4B | R/D Students Enrolled in College Level Courses Fall '88 | 12k - 12m |
| TABLES 5-5B | R/D Students Enrolled in College Level Courses Spring '89 | 12n - 12p |
| TABLE 6 | Majors of Students Who Have Completed R/D Courses Summer '88 Through Spring '89 | 12q |

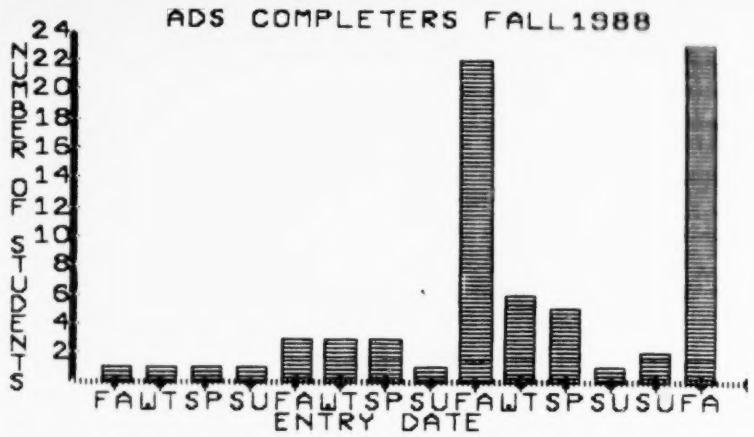
SHELBY STATE COMMUNITY COLLEGE

A/D Students Completing A/D Program Summer '88 Through Spring '89

| Semester/Year | Cnt. |
|---|---|
| Summer I '88 | 23 |
| Summer II '88 | 20 |
| Fall '88 | 73 |
| Spring '89 | 87 |
| Total A/D students completing | 203 |



TABLE 1


ADS COMPLETERS FALL1988
NUMBER OF STUDENTS
24
22
20
18
16
14
12
10
8
6
4
2
FAWTSPSUFAWTSPSUFAWTSPSUSUFA
ENTRY DATE

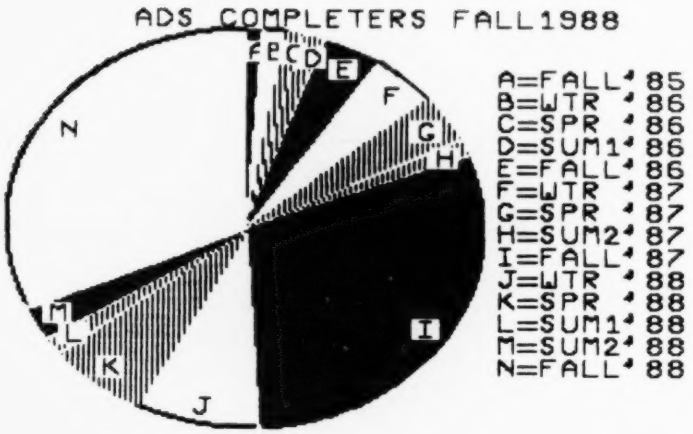
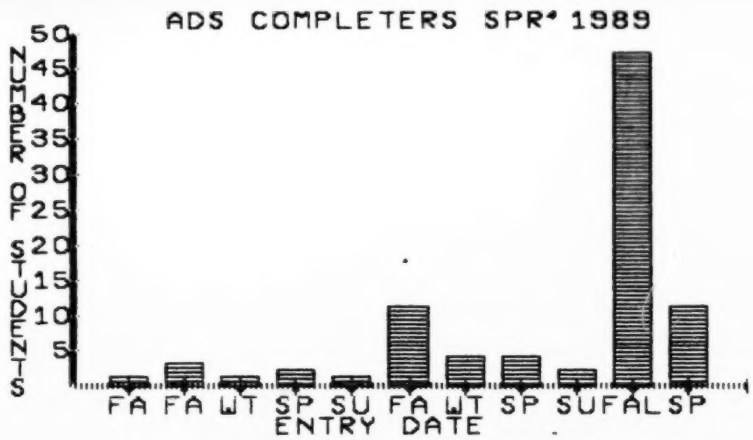

ADS COMPLETERS FALL1988
A
B
C
D
E
F
G
H
I
J
K
L
M
N
A=FALL '85
B=WTR '86
C=SPR '86
D=SUM1 '86
E=FALL '86
F=WTR '87
G=SPR '87
H=SUM2 '87
I=FALL '87
J=WTR '88
K=SPR '88
L=SUM1 '88
M=SUM2 '88
N=FALL '88

TABLE 1A


ADS COMPLETERS SPR' 1989
NUMBER OF STUDENTS
50
45
40
35
30
25
20
15
10
5
FA FA WT SP SU FA WT SP SUFALSP
ENTRY DATE

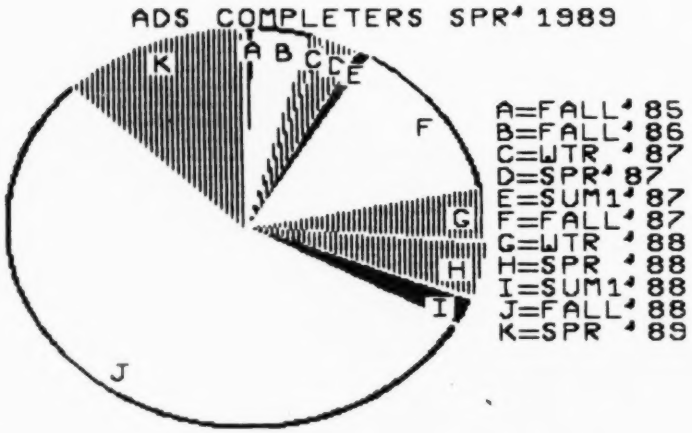
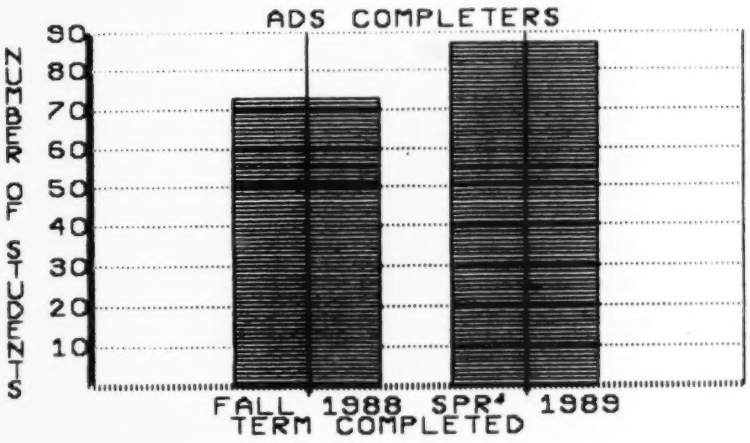

ADS COMPLETERS SPR' 1989
K
A B C D E
F
G
H
I
J
A=FALL' 85
B=FALL' 86
C=WTR ' 87
D=SPR' 87
E=SUM1' 87
F=FALL' 87
G=WTR ' 88
H=SPR ' 88
I=SUM1' 88
J=FALL' 88
K=SPR ' 89

TABLE 1B

STATISTICS OF STUDENTS COMPLETING A/D PROGRAM SUMMER '88 THROUGH SPRING '89

| Sex | No. of Students | Average Age | Cumulative G.P.A. |
|---|---|---|---|
| Female | 150 | 24.29 | 2.92 |
| Male | 53 | 22.45 | 2.68 |
| Total | 203 | 23.80 | 2.86 |

TABLE 2



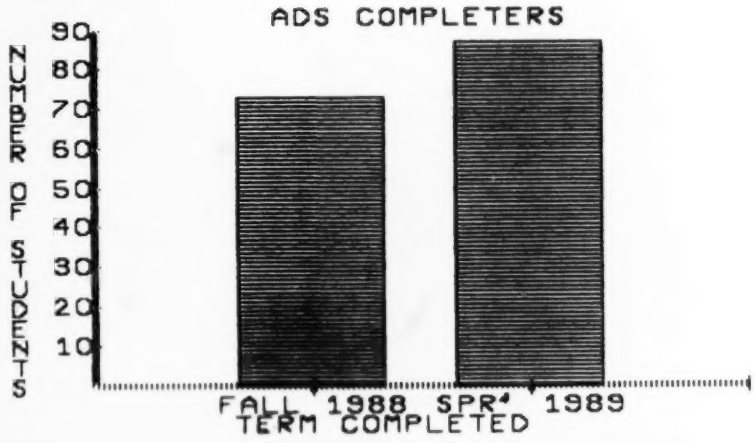




TABLE 2 (continued)

## ENGLISH I GRADE POINT AVERAGE

Students Completing Developmental Courses in Summer 1988 Through Spring 1989 and Have Taken English I

| Sex | Number of A/D Completers Enrolled in English I | Number of Students Completing English I | Percentage Completing English I | English I G.P.A. (Mean) |
|---|---|---|---|---|
| Female | 131 | 128 | 98% | 2.51 |
| Male | 46 | 44 | 94% | 2.52 |
| Total | 178 | 172 | 97% | 2.52 |

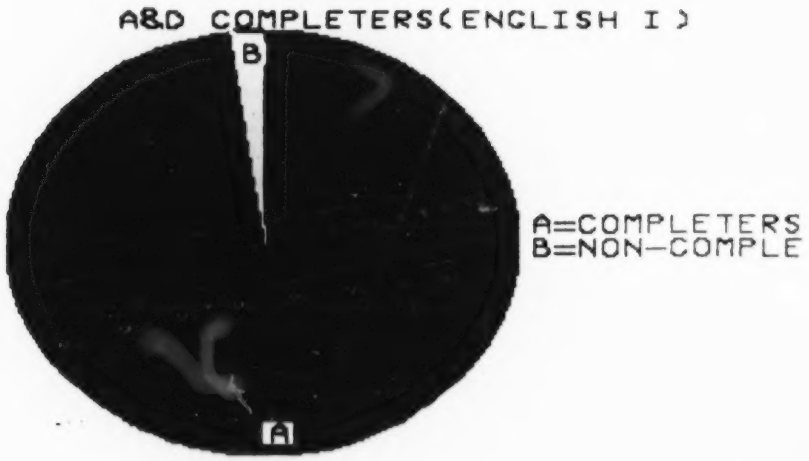



TABLE 2A

## COLLEGE ALGEBRA GRADE POINT AVERAGE

Students Completing Developmental Courses in Summer 1988 Through Spring 1989 and Have Taken College Algebra

| Sex | Number of A/D Completers Enrolled in College Algebra | Number of Students Completing College Algebra | Percentage Completing College Algebra | College Algebra G.P.A. (Mean) |
|---|---|---|---|---|
| Female | 60 | 47 | 78% | 2.27 |
| Male | 27 | 23 | 85% | 2.13 |
| Total | 87 | 70 | 80% | 2.20 |

TABLE 2B

## HISTORY I GRADE POINT AVERAGE

Students Completing Developmental Courses in Summer 1988 Through Spring 1989 and Have Taken History I

| Sex | Number of A/D Completers Enrolled in History I | Number of Students Completing History I | Percentage Completing History I | History I G.P.A. (Mean) |
|---|---|---|---|---|
| Female | 74 | 65 | 88% | 2.47 |
| Male | 35 | 29 | 83% | 2.55 |
| Total | 109 | 94 | 86% | 2.51 |

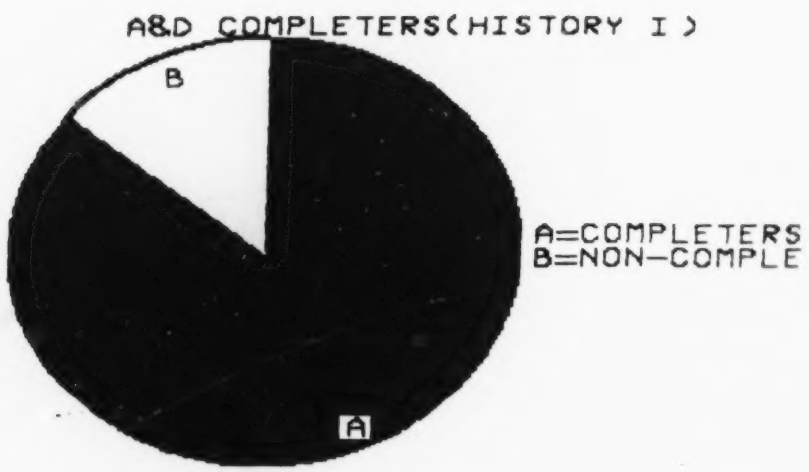



TABLE 2C

SHELBY STATE COMMUNITY COLLEGE
Number of ADS Students Enrolled in College Level Courses
in 1988 Summer I

| DEPT./CRS./HRS | COURSE TITLE | CNT |
|---|---|---|
| ART--1050-3 | ART APPRECIATION | 02 |
| BIOL-1110-4 | GENERAL BIOLOGY I | 02 |
| COMP-1010-3 | COMPUTER LITERACY | 01 |
| EDUC-2010-3 | CHILD PSYCHOLOGY | 01 |
| ENGL-1010-3 | ENGLISH I | 03 |
| ENGL-1020-3 | ENGLISH COMP II | 07 |
| ENGL-1030-3 | ENGLISH COMP III | 05 |
| ENGL-2650-3 | PERSPEC IN LIT | 02 |
| FIR--1060-3 | REAL ESTATE FIN/MATH | 01 |
| HIST-1510-3 | U S HISTORY I | 01 |
| HIST-1520-3 | U S HISTORY II | 01 |
| HIST-1530-3 | U S HISTORY III | 02 |
| HLTH-1050-3 | PERSONAL HEALTH | 03 |
| MATH-1420-3 | COLLEGE ALGEBRA | 02 |
| MUSC-1070-3 | MUSIC APPRECIATION | 01 |
| OFAD-1010-3 | BEGIN TYPEWRITING I | 01 |
| OFAD-1080-3 | BUSINESS MACHINES | 01 |
| PHED-1380-2 | RACKETBALL | 01 |
| PHED-1880-2 | TENNIS | 03 |
| PSYC-1210-3 | GEN PSY-SOC ASPECTS | 03 |
| SOCI-1010-3 | INTRO SOCIOLOGY I | 01 |
| SPCH-1110-3 | FUND PUBLIC SPEAK I | 05 |

TABLE 3

SHELBY STATE COMMUNITY COLLEGE
Number of ADS Students Enrolled in College Level Courses
in 1988 Summer II

| DEPT./CRS./HRS | COURSE TITLE | CNT |
|---|---|---|
| BIOL-1110-4 | GENERAL BIOLOGY I | 01 |
| CJSP-1920-3 | POLICE FIELD EXP II | 01 |
| COMP-1010-3 | COMPUTER LITERACY | 01 |
| ENGL-1020-3 | ENGLISH COMP II | 01 |
| ENGL-1030-3 | ENGLISH COMP III | 02 |
| HIST-1510-3 | U S HISTORY I | 01 |
| HIST-1530-3 | U S HISTORY III | 01 |
| HLTH-1050-3 | PERSONAL HEALTH | 01 |
| HLTH-2210-3 | FIRST AID & SAFETY | 02 |
| MUSC-1070-3 | MUSIC APPRECIATION | 05 |
| PHED-9990-3 | MILITARY PHYS ED CRE | 01 |
| PSYC-1210-3 | GEN PSY-SOC ASPECTS | 01 |
| SOCI-1010-3 | INTRO SOCIOLOGY I | 02 |
| SPCH-1050-3 | INTRO RHET & COM ART | 02 |
| SPCH-1110-3 | FUND PUBLIC SPEAK I | 08 |

TABLE 3A

**SHELBY STATE COMMUNITY COLLEGE**
**Number of ADS Students Enrolled in College Level Courses**
**in 1988 Fall**

| DEPT./CRS./HRS | COURSE TITLE | CNT |
|---|---|---|
| ACCT-1210-3 | PRIN ACCOUNTING I | 15 |
| ACCT-1410-3 | LOTUS 1-2-3 | 01 |
| AERO-1010-1 | U S AIRFOR TODAY I | 02 |
| ART--1050-3 | ART APPRECIATION | 24 |
| BIOL-1010-4 | INTRO BIOLOGY I | 11 |
| BIOL-1110-4 | GENERAL BIOLOGY I | 50 |
| BIOL-1310-4 | ANAT & PHYSIOLOGY I | 20 |
| BIOL-2410-4 | MICROBIOLOGY | 04 |
| CHEM-1010-4 | COLLEGE CHEMISTRY I | 02 |
| CJST-1010-3 | INTRO CRIM JUSTICE | 07 |
| CJST-1040-3 | INTRO TO CORRECTIONS | 03 |
| CJST-1300-3 | AMERICAN LEGAL SYS | 01 |
| CLTH-2300-3 | SPEC PROB CLOTH/TEXT | 01 |
| CMPT-1010-3 | COMPUTER/BUSINESS | 13 |
| COMP-1010-3 | COMPUTER LITERACY | 46 |
| CONS-1400-3 | PER DEV/HUMAN RELAT | 02 |
| DIET-1110-3 | FOOD PREP & SERV I | 03 |
| DIET-1130-3 | QUANTITY COOKERY | 01 |
| DIET-1210-2 | NUTRITN CARE LAB I | 02 |
| DIET-1310-3 | PRIN NUTRITION I | 18 |
| DIET-1810-3 | SANITATION MEASURES | 02 |
| DIET-1910-2 | FOOD SERV EXP I | 02 |
| DIET-1930-3 | FOOD SERV EXP III | 01 |
| DIET-2510-3 | QUAN FOOD SER MGT I | 01 |
| DIET-2610-3 | HEALTH CARE DEL SYST | 01 |
| ECON-2010-3 | PRIN OF ECONOMICS I | 14 |
| EDUC-1010-3 | INTRO EDUCATION | 04 |
| EDUC-2010-3 | CHILD PSYCHOLOGY | 13 |
| ENGL-1010-3 | ENGLISH I | 189 |
| ENGL-1020-3 | ENGLISH II | 26 |
| ENGL-1110-3 | RESEARCH WRITING | 10 |
| ENGL-1700-3 | ENGLISH I, II TELECRS | 04 |
| ENGL-2110-3 | AMER LITERATURE I | 02 |
| ETHC-2040-3 | ETHICS | 09 |
| FIR--2100-3 | PRIN OF FINANCE | 01 |
| GBUS-1010-3 | INTRO TO BUSINESS | 21 |
| HIST-1510-3 | U S HIST TO 1877 | 77 |
| HIST-1520-3 | U S HIST SINCE 1877 | 24 |
| HLTH-1050-3 | PERSONAL HEALTH | 53 |
| HLTH-2210-3 | FIRST AID & SAFETY | 11 |
| HPER-2480-2 | FUND/TECH BASE&SOFT BALL | 02 |
| HSER-1810-3 | ORIEN HUMAN SERVICE | 08 |
| LIBR-1010-1 | LIBRARY RESRCH SKILL | 01 |
| LOGC-2150-3 | INTRO TO LOGIC | 03 |
| MATH-1420-3 | COLLEGE ALGEBRA | 25 |
| MATH-2210-3 | INTRO TO STATISTICS | 01 |
| MGMT-2610-3 | PRIN OF MANAGEMENT | 05 |
| MLT--1110-2 | ORIEN MED LAB TECH | 06 |

TABLE 4

## Number of ADS Students Enrolled in College Level Courses in 1988 Fall (cont'd.)

| DEPT./CRS./HRS | COURSE TITLE | CNT |
|---|---|---|
| MLT--1500-2 | PHLEBOTOMY | 04 |
| MRCH-1700-3 | FASH MERCHANDISING | 04 |
| MUSC-0510-1 | PRIV BRASS INSTRUC | 01 |
| MUSC-0660-1 | PRIV GUITAR INSTRUC | 01 |
| MUSC-0910-2 | PRIV PIANO INSTR | 03 |
| MUSC-0950-1 | PRIV VOICE INSTR | 03 |
| MUSC-1050-3 | FUND OF MUSIC | 02 |
| MUSC-1070-3 | MUSIC APPRECIATION | 43 |
| MUSC-1110-1 | EAR TRAINING I | 03 |
| MUSC-1120-3 | WRITING MUSIC I | 04 |
| MUSC-1250-2 | CONCERT CHOIR | 04 |
| MUSC-1350-2 | JAZZ ENSEMBLE | 04 |
| MUSC-1440-2 | SSCC GOSPEL CHOIR | 05 |
| MUSC-1600-2 | CLASS PIANO I | 01 |
| MUSC-1910-1 | PRIV PIANO INSTR | 03 |
| MUSC-2910-1 | PRIV PIANO INSTR | 01 |
| NURS-1010-7 | FOUNDATIONS OF NURS | 08 |
| NURS-2010-5 | NURSG CHILDREN | 01 |
| NURS-2130-5 | ADULT NURSG II | 04 |
| NURS-2240-5 | NURS CHLDBEAR FAM | 01 |
| NURS-2350-5 | MENTAL/HLTH NURSG | 04 |
| NURS-2460-1 | PROFESS NURS ISSUES | 02 |
| OFAD-1010-3 | TYPEWRITING I | 42 |
| OFAD-1050-3 | BUSINESS COMMUNCTNS | 05 |
| OFAD-1100-3 | SHORTHAND I | 04 |
| OFAD-1150-3 | SECRETARIAL PRACT I | 03 |
| OFAD-1810-3 | FILING & RECD CONTRL | 05 |
| PHED-1130-2 | BOWLING | 06 |
| PHED-1380-2 | RACKETBALL | 06 |
| PHED-1530-2 | HLTH ANALY/IMPROVMNT | 20 |
| PHED-1550-2 | AEROBIC | 30 |
| PHED-1810-2 | ELEMENTARY SWIMMING | 06 |
| PHED-1960-2 | WEIGHTLIFTING | 10 |
| PHIL-2010-3 | INTRO TO PHILOSOPHY | 07 |
| PHYS-2010-4 | GENERAL PHYSICS I | 01 |
| POLS-1020-3 | AMERICAN NATL GOVT | 01 |
| PSCI-1410-4 | PHYS SCIENCE I | 05 |
| PSYC-1210-3 | GEN PSYCHOLOGY I | 52 |
| RADT-1310-2 | RAD ANATOMY/PHYS I | 04 |
| RADT-1510-3 | RADIOG PROCED I | 04 |
| RADT-1910-2 | RADIOL CLINIC I | 04 |
| SOCI-1010-3 | INTRO SOCIOLOGY | 43 |
| SOCI-1030-3 | SOCIAL PROBLEMS | 09 |
| SOCI-2110-3 | INTRO SOCIAL WELFARE | 05 |
| SPCH-1050-3 | INTRO RHETORIC | 05 |
| SPCH-1110-3 | PUBLIIC SPEAKING | 83 |
| SPCH-2610-3 | BASIC ORAL INTERPR | 06 |
| SPCH-2620-3 | INTER ORAL INTERPRETA | 01 |

## Number of ADS Students Enrolled in College Level Courses in 1988 Fall (cont'd.)

| DEPT./CRS./HRS | COURSE TITLE | CNT |
|---|---|---|
| SSCI-2990-3 | SPEC TOP SOC SCIEN | 08 |
| THEA-1060-3 | INTRO TO THEATER | 11 |
| THEA-1520-3 | INTERM ACTING I | 02 |

**SHELBY STATE COMMUNITY COLLEGE**
**Number of ADS Students Enrolled in College Level Courses**
**in 1989 Spring**

| DEPT./CRS./HRS | COURSE TITLE | CNT |
|---|---|---|
| ACCT-1210-3 | PRIN ACCOUNTING I | 31 |
| ACCT-1220-3 | PRIN OF ACCOUNT II | 06 |
| ACCT-1410-3 | LOTUS 1-2-3 | 01 |
| AHS--1020-3 | MEDICAL TERMINOLOGY | 06 |
| ART--1050-3 | ART APPRECIATION | 57 |
| ART--1150-3 | BASIC PHOTOGRAPHY | 04 |
| BIOL-1010-4 | INTRO BIOLOGY I | 08 |
| BIOL-1110-4 | GENERAL BIOLOGY I | 65 |
| BIOL-1120-4 | GEN BIOLOGY II | 02 |
| BIOL-1310-4 | PRIN ANAT & PHYS I | 20 |
| BIOL-1320-4 | PRIN ANAT & PHYS II | 11 |
| BIOL-2410-4 | MICROBIOLOGY | 02 |
| CHEM-1010-4 | COLLEGE CHEMISTRY I | 02 |
| CJSC-1180-3 | CONSTITUTIONAL RIGHTS | 06 |
| CJSP-2990-3 | SPEC TOP CRIM JUST | 02 |
| CJST-1050-3 | CONTEMPORARY ISSUES | 05 |
| CJST-1070-3 | CRIMINOLOGY | 07 |
| CJST-2080-3 | DRUG ABUSE/LAW | 19 |
| CJST-2120-3 | PSYCHOLOGICAL ASPTS | 06 |
| CLTH-1320-3 | CLOTHING CONSTR II | 01 |
| CMPT-1010-3 | COMPUTER/BUSINESS | 13 |
| COMP-1010-3 | COMPUTER LITERACY | 43 |
| CONS-1120-1 | IDENT JOB RIGHT YOU | 08 |
| CONS-1130-1 | HOW TO GET A JOB | 07 |
| CONS-1200-3 | INDIV VOC ASSESSMENT | 02 |
| CONS-1600-3 | CONSUMER ECONOMICS | 04 |
| DIET-1120-3 | TECH FOOD PREP II | 02 |
| DIET-1220-2 | NUTRITN CARE LAB II | 01 |
| DIET-1310-3 | PRIN NUTRITION I | 28 |
| DIET-1330-3 | THERAPEUTIC NUTRITION | 01 |
| DIET-1810-3 | SANITATION MEASURES | 01 |
| DIET-1920-3 | FOOD SERV EXP II | 01 |
| ECE--1330-3 | CREATE YOUNG CHILD | 04 |
| ECON-2010-3 | PRIN OF ECONOMICS I | 14 |
| ECON-2020-3 | PRIN OF ECONOMIC II | 07 |
| EDUC-1010-3 | INTRO EDUCATION | 08 |
| EDUC-2010-3 | CHILD PSYCHOLOGY | 08 |
| ENGL-1010-3 | ENGLISH I | 272 |
| ENGL-1020-3 | ENGLISH II | 68 |
| ENGL-1110-1 | RESEARCH WRITING | 06 |
| ENGL-1700-6 | ENGLISH I,II TELECRS | 09 |
| ENGL-2300-3 | STUDIES/LITERATURE | 01 |
| ETHC-2040-3 | ETHICS | 20 |
| FIR--2510-3 | PRIN BUSINESS LAW | 04 |
| GBUS-1010-3 | INTRO TO BUSINESS | 22 |
| HIST-1010-3 | INTRO TO HISTORY | 12 |
| HIST-1510-3 | U S HIST TO 1877 | 48 |

TABLE 5

**Number of ADS Students Enrolled in College Level Courses in 1989 Spring (cont'd.)**

| DEPT./CRS./HRS | COURSE TITLE | CNT |
|---|---|---|
| HIST-1520-3 | U S HIST SINCE 1877 | 107 |
| HLTH-1050-3 | PERSONAL HEALTH | 63 |
| HLTH-2210-3 | FIRST AID & SAFETY | 13 |
| HSER-1600-1 | SPEC PROBLEM HSER | 06 |
| HSER-1800-3 | INTRO MTL HLTH/RETARD | 02 |
| HSER-1850-3 | GRP FACILITAT SKILLS | 02 |
| HSER-2930-4 | HSER FIELD EXP I | 05 |
| HSER-2940-4 | HSER FIELD EXP II | 02 |
| MATH-1420-3 | COLLEGE ALGEBRA | 19 |
| MATH-2210-3 | INTRO TO STATISTICS | 02 |
| MGMT-2610-3 | PRIN OF MANAGEMENT | 05 |
| MLT--1110-2 | ORIEN MED LAB TECH | 06 |
| MLT--1500-2 | PHLEBOTOMY | 03 |
| MLT--1550-1 | PHLEBOTOMY SEMINAR | 01 |
| MRCH-1380-3 | TEXTILES | 02 |
| MRCH-2700-3 | MRCH PLAN/CONTROL | 01 |
| MUSC-0950-1 | PRIV VOICE INSTR | 04 |
| MUSC-1050-3 | FUND OF MUSIC | 05 |
| MUSC-1070-3 | MUSIC APPRECIATION | 50 |
| MUSC-1250-2 | CONCERT CHOIR | 02 |
| MUSC-1440-2 | SSCC GOSPEL CHOIR | 08 |
| MUSC-1600-2 | CLASS PIANO | 07 |
| NURS-1110-5 | ADULT HLTH NURS I | 03 |
| NURS-2010-5 | NURSG CHILDREN | 01 |
| NURS-2240-5 | NURS CHLDBEAR FAM | 01 |
| OFAD-1010-3 | TYPEWRITING I | 33 |
| OFAD-1020-3 | TYPEWRITING II | 11 |
| OFAD-1080-3 | BUS MACHINES/APPLI | 05 |
| OFAD-1100-3 | SHORTHAND I | 03 |
| OFAD-2400-3 | WRD PROC CON & AP I | 08 |
| OFAL-2200-3 | LEGAL TERMINOLOGY | 02 |
| PHED-1380-2 | RACKETBALL | 07 |
| PHED-1530-2 | HLTH ANALY/IMPROVMNT | 27 |
| PHED-1550-2 | AEROBICS | 69 |
| PHED-1680-2 | SELF-DEFENSE/KARATE | 14 |
| PHED-1810-2 | ELEMENTARY SWIMMING | 02 |
| PHED-1880-2 | TENNIS | 08 |
| PHED-1960-2 | WEIGHTLIFTING | 15 |
| PHIL-2010-3 | INTRO TO PHILOSOPHY | 08 |
| PHYS-1420-4 | PHYS SCIENCE II | 05 |
| POLS-1010-3 | BASIC ISSUES POLITIC | 02 |
| PSYC-1210-3 | GEN PSYCHOLOGY I | 62 |
| PSYC-1220-3 | GEN PSYCHOLOGY II | 02 |
| SOCI-1010-3 | INTRO SOCIOLOGY | 87 |
| SOCI-1030-3 | SOCIAL PROBLEMS | 18 |
| SPAN-1020-3 | BEGINNING SPANISH II | 01 |
| SPCH-1050-3 | INTRO RHETORIC | 04 |
| SPCH-1110-3 | PUBLIC SPEAKING | 152 |

TABLE 5A

**Number of ADS Students Enrolled in College Level Courses in 1989 Spring (cont'd.)**

| DEPT./CRS./HRS | COURSE TITLE | CNT |
|---|---|---|
| SPCH-1620-3 | VOICE & ARTICULATION | 11 |
| SPCH-2610-3 | BASIC ORAL INTERPR | 06 |
| THEA-1060-3 | INTRO TO THEATER | 07 |
| THEA-1510-3 | BASIC ACTING | 02 |

## MAJORS OF STUDENTS WHO HAVE COMPLETED ADS COURSES
## SUMMER 1988 - SPRING 1989

| Major | Students |
|---|---|
| Business Accounting | 1 |
| Early Childhood Education | 2 |
| Medical Lab Technology | 9 |
| Merchandising | 1 |
| Nutrition, Dietetics, FS Admin. | 1 |
| Nursing | 50 |
| Executive Secretary | 2 |
| Legal Secretary | 1 |
| Medical & Dental Secretary | 2 |
| Orthopedics/Prosthetics Technology | 1 |
| Radiologic (X-Ray) Technology | 5 |
| General Studies | 9 |
| Psychology | 2 |
| Biological (Life) Sciences | 1 |
| Business Administration | 16 |
| General Studies | 13 |
| Music | 2 |
| Police Sciences Administration | 1 |
| Political Science | 1 |
| Psychology | 2 |
| Sociology | 1 |
| Health, PE, and Recreation | 1 |
| Pre-Elementary Education | |
| Pre-Secondary Education | 1 |
| Fashion Design & Clothing Maintenance | 1 |
| Undecided | 81 |

ACADEMIC AND DEVELOPMENTAL SERVICES
GOALS
1988-89

The preceding data and attached tables point to areas of concern and segments of the Developmental Services Program which need improvement. Therefore, the following Assumptions, Goals, and Strategic Actions have been established for 1989-90.

LANGUAGES and LITERATURE

Assumptions

1. Many ADS writing students may tend to avoid directly dealing with writing skills deficiencies rather than actively seeking to remedy them.

2. The majority of ADS writing students entering the course late have had little practice in taking responsibility for learning in general and specifically with writing.

3. Students tend to view their instructors as dispensers of grades rather than as resource persons who can help them with their writing.

4. Students who have been given adequate preparation and instruction will be able to apply the skills they have learned from course to course.

Goals/Objectives

1. To help students deal directly with deficiencies in their writing skills rather than avoid them.

2. To help students begin to experience success with material they're responsible for learning.

3. To help students relate to instructors and teaching assistants more as "trainers/coaches" than as authority figures with the arbitrary power to reward and punish.

4. To give students the opportunity to apply what they have learned in all courses they are taking.

Strategic Actions:

1. Use of individualized learning packets for specific skills, emphasis on importance of the most serious errors, individual referrals according to Prescribed Academic Assessment and Referrals procedures as necessary.

2. Using interactive, self-paced learning units that are clear, easy to understand, and which require the student's active participation for completion, and consultations with the instructor and teaching assistant.

**LANGUAGES and LITERATURE** Strategic Actions (cont'd.)

3. Maintenance of informal, relaxed writing room setting, instructor and teaching assistant circulating among students for brief consultations, positive recognition of step completion in assignments.

4.a. To give students reading assignments and exercises in writing classes.

4.b. To give students writing assignments and activities in reading classes.

4.c. To reinforce documentation skills that are learned in study skills in the Developmental Writing course.

**READING**

Assumptions

1. Students enter college without adequate concrete concepts that enable them to realistically measure behaviors that contribute to academic success.

2. Students learn and internalize new skills more readily if personal relevance can be demonstrated.

3. Students enrolled in ADS reading courses will benefit from a curriculum that is innovative and fosters individual commitment through a variety of teaching techniques.

4. Students enrolled in ADS classes may not attend class for the first time until the second of even third week of class.

5. Late registered students will often enter class two or three weeks behind in material covered in class.

Goals/Objectives

1.a. Provide measures to supplement the preparedness level of students on an individual basis.

1.b. To enable students to recognize and seek support in areas of underpreparedness or academic need.

2.a. Increase student awareness of the necessary skills for academic success and the applicant of these skills in the professional setting as well as the academic setting.

2.b. Provide learning activities that focuses student attention on parallels in the professional setting to the skills developed across the disciplines of academe.

3.a. To intensify focus on prescriptive learning.

3.b. To increase the student's mastery of a given concept.

READING Goals/Objectives (cont'd.)

3.c. To provide immediate feedback.

3.d. To provide an opportunity for students to be able to identify career options.

3.e. To provide constructive competition.

4. To provide late registered and late coming students with the means of catching up.

5. To provide this means as an individual activity which a student can complete independent of intensive teacher participation.

TESTING

Assumptions

1. The modification of the ACT Assessment format/content will reflect a decline in students' performance on the test.

2. The number of students required to take the AAPP exam will increase significantly based on the use of the Enhanced ACT Subscores.

3. The screening process presently being performed exclusively by the Testing Personnel will intensify the accurate placement of students.

Goals/Objectives

1. To strengthen prospective students' performance by providing them with test-taking strategies prior to the test administration.

2. To assure that all students are accurately assessed and placed in an efficient manner.

3. To ensure that each student is given test(s) that are specifically required.

Strategic Actions

1. Provide students with handouts/booklets that address the importance of the tests, provide general test-taking strategies, and include sample questions for both the ACT and the AAPP.

2. Provide flexible testing times to accommodate the student body.

3. Provide follow-up services to absentees and prospective applicants whose admissions files are incomplete.

COUNSELING

Assumptions

1. Students enrolled in the ADS program will often lack self confidence and the verbal skills needed to familiarize themselves with policies and procedures that can aid in their successful transition into the mainstream of college.

2. Students entering the ADS program will generally be plagued with varying socio-economic, attitudinal and academic barriers that will adversely effect their identifying and establishing career goals and continuing their education.

3. It is assumed that once students can identify a unit that addresses their affective needs, the process of developing a focused internal locus of control will begin to crystalize.

4. It is assumed that students who have specific directions will internalize educational aspirations and will be motivated to solidify academic/career goals with a definite commitment to those goals.

5. It is assumed that as students continue their college matriculation they will acquire skills that will give them a sense of self sufficiency and autonomy.

Goals/Objectives

1. To provide new and continuing ADS students with an accessible and viable unit of information dissemination that interfaces with all academic and non-academic programs and components of the college.

2. To promote ADS counseling as an integral part of the student's development at the point of inception to the college and throughout his/her matriculation.

3. To establish a positive counseling relationship with students that fosters exploration, personal growth and development.

4. The ADS counseling unit will create a nonthreatening atmosphere that facilitates and encourages mutual agreement between counselor and student as it relates to setting and achieving academic, career and personal goals.

5. To be instrumental in assisting students to develop skills that will result in less dependence on structured counseling and yield minimal non-academic assistance.

Strategic Actions - The goals stated above will be addressed through:

1. Orientation, Networking, Admissions Counseling, Flexible Counseling Hours, Outreach Counseling.

2. Orientation, Admissions Counseling, Academic Advising, Registration, Mentoring, Peer Counseling.

COUNSELING Strategic Actions (cont'd.)

3. Initiation of the Student Success Plan, Individual Counseling, Needs Assessment, Career Exploration, Crisis Counseling, Mentoring.

4. Individualized Counseling, Drop/Early Withdrawal Intervention Counseling, Contract Counseling, Clarification of Career and Academic Goals, Computer Tracking, Mid-Semester Progress Reports, Academic Advising.

5. Individual and Group Counseling, Declaration of Major, Departmental Advising, Transcript Analysis.

MATH and METHODOLOGY

Assumptions

1. Students exhibit different talents, abilities, achievements, needs and interests in relationship to mathematics.

2. It is assumed that students can be better motivated (or encouraged) when dealt with in a more personal manner.

3. Students who learn how to better study mathematics should experience success in their coursework.

4. Today's society expects students to be problem solvers and learn to communicate and reason mathematically.

5. Technology has changed the nature of learning mathematics and the methods used to investigate and solve problems.

Goals/Objectives

1.a. To present mathematics to "all" students in a small personal classroom setting.

1.b. To make the learning of mathematics less threatening but structured for mastery.

1.c. To provide adequate auxiliary assistance to students by means of tutorial help.

2. Students will be monitored closely to prevent them from "falling through the cracks."

3. Encourage the use of reference materials, tutorial assistants, and note taking.

4. To develop the student's ability to solve problems.

5. Students should learn to use the computer as a tool for processing information and performing calculations to investigate and solve problems.

**MATH and METHODOLOGY**

Strategic Actions:

1. Use of variety of instructional formats (small groups, individual explorations, peer instruction, whole class discussions, project work and computers).

2. Follow-up Counseling, Computer Assisted Evaluation and Student Assessment will be an integral part of teaching.

3. Conduct workshops on how to study mathematics.

4. The systematic maintenance of student learning through the embedding of review in the context of new topics and problem situations.

5. Provide opportunities for students to have access to a computer for individual and group work.

**TUTORING**

Assumptions

1. ADS students will continue to need supplementary assistance in the content areas.

2. Students will seek supplementary assistance during the day and evening sessions at locations.

3. Students that are aware of the positive benefits of the tutorial component of the ADS Division will be more open to using the services.

4. Effective supplementary assistance will continue to be a vital link to classroom instruction.

5. Students that are not in a formal "structured" classroom setting will tend to "fall in the cracks" in terms of attendance.

Goals/Objectives

1. To promote an environment that demonstrates a high level of willingness to help in the advancement of learning.

2. To maintain operational hours that meet the needs of day and evening students.

3. To make the students aware of the positive benefits of the tutoring component.

4. To communicate to the student that "it is okay" to need and seek tutorial assistance.

5. To promote the development of regular lab attendance to gain more academic accomplishments.

TUTORING

Strategic Actions

1. Send letters to ADS faculty in order to disseminate tutoring services.

2. To provide flexible hours and special arrangements for tutoring services.

3.a. Distribute publications in conjunction with the Reading Department, that highlights current and upcoming activities.

3.b. Distribute bookmarks to students during orientation and registration regarding tutoring services.

3.c. Send tutors to classroom.

4.a. To have tutors respond to the Prescribed Academic Assessment and Referral form.

4.b. To encourage students to utilize the services of Student Support Services when they enroll in college level courses.

5. To implement a computer tracking system to inform instructors and counselors of students' attendance in tutoring.

STUDENT SUPPORT SERVICES

Assumptions

1. A considerable number of ADS students will be eligible for SSS program participation.

2. A large percentage of students will need and seek tutorial, counseling, and special services.

3. The relevance of getting a solid education and its impact on future endeavors must be reinforced.

4. Concerted efforts must be undertaken to increase the student's self-esteem and confidence.

5. The relevance of getting a solid education and its impact on future endeavors must be reinforced.

Goals/Objectives

1. To increase the visibility of an accessible and comprehensive support system.

2.a. To promote the benefits of program participation.

2.b. To enhance the academic success and personal growth of students.

**STUDENT SUPPORT SERVICES** Goals/Objectives (cont'd.)

3. To help students develop positive attitude towards education and self.

4.a. To assist the student in establishing short-term and long range goals.

4.b. To help students develop effective personal and interpersonal skills for academic and non-academic concerns.

5. To keep the student actively interested and involved in his/her students.

Strategic Actions

1. Offer relevant information-sharing workshops.

2. Keep students abreast of programmatic opportunities.

3. Provide accessible and supportive avenues for student growth.

4. Develop innovative and systematic counseling procedures.

5. Employ innovative learning strategies for the student's skill development.

## Conclusion

During the past four years of the administration of the Tennessee Academic and Assessment Placement Program at Shelby State Community College, it has been concluded that progress has been made in virtually all areas of the program. Recent internal and external evaluations describe systematic progress, revision and improvements made which include the following:

1. Reorganization of the ADS Program - Assignment of a specific core of faculty to teach exclusively R/D math and writing courses.

2. Development of a New Student Success Plan - The plan provides new and innovative approaches to rendering services to students in the academic and support areas.

3. Computer Tracking System that is designed to monitor student progress, attrition and retention.

4. Computer Assisted Instruction provides students with supplementary computer-assisted instructional modules for use in the writing and tutoring laboratories.

5. Staff Development to continuously increase the involvement of staff and faculty in staff development activities related to student success. Various modes of training have been implemented which include the following:

    1. ADS faculty and staff retreats
    2. Seminars
    3. Workshops
    4. Computer Literacy Training
    5. Orientation training sessions for new and continuing faculty members.

The five outcome indicators reviewed in this report show that in general, the A & D program at Shelby State Community College (SSCC) is very successful. Overall, students who complete remediation perform slightly better than students who did not need remediation. Enrollment data indicates that a larger percentage of first-time entering college students need remediation. Also, demographic data depicts that a large number of underprepared students who enter Shelby State Community College's Remedial Program are generally black females. Findings from retention data shows that a high percentage of ADS students who enrolled in the fall '88 returned the subsequent semester. The follow-up analysis of the number of students who graduated from SSCC during the '88 - '89 academic year indicates that twenty-five percent of the graduates represented students who participated in the Academic and Developmental Services program.

While progress in all level I courses has not been tracked, students completing the Developmental Studies Program report that the Developmental Program has given them the skills for success and prepared them for the required level II courses.



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